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ABSTRACT

This document advocates for a partnership of higher education with government and business to support the development of a globally competent citizenry. An executive summary summarizes the roles of each member of this partnership: (1) the federal government, which should support existing effective programs, leverage state and private resources, and ensure that necessary international expertise is available; (2) state and local governments, which should provide incentives and reward colleges and universities that add an international dimension to their curricula; (3) the business community, which should encourage the hiring and development of internationally competent staff and cooperate with colleges and universities; and (4) colleges and universities, which should actively seek partnerships with business and government to develop new forms of education appropriate to a global economy. Chapter 1 offers a broad look at the global context and global trends. Chapter 2 addresses the role of higher education in human resource development. Chapter 3 offers an agenda for stakeholders and includes lists of key federal programs and existing partnerships between corporate, higher education, and governmental sectors which promote international competence. (Contains 12 references.) (DB)

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Educating for Global Competence



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America's Passport
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Foreword

In 1995, the American Council on Education's Commission on International Education issued *Educating Americans for a World in Flux*.¹ Through ten "ground rules" for internationalizing higher education, it urged colleges and universities to prepare a new generation of Americans capable of both understanding the transformations underway in the modern world and leading them.

This report of the Commission, *Educating for Global Competence: America's Passport to the Future*, addresses a different audience: those in the nation's economic, business, political, and non-profit sectors. Its objective is to demonstrate the importance of international education cooperation and development to the nation's economic and political future. It also aims to inform public and corporate leaders of the many campus resources available to them to enhance their global agendas.

The report addresses new realities of economic competitiveness and national security in a global context. It acknowledges the emerging global economy in which there are multiple players and in which technological, environmental, health, and demographic issues cross borders. It calls for new partnerships among higher education, business, and government at the federal, state, and local levels to ensure a globally aware and competent citizenry.

The document resulted from extended conversations among members of the Commission and between Commission members and many other experts and groups, including those who have endorsed the statement.

Executive Summary

America's future depends upon our ability to develop a citizen base that is globally competent. Our nation's place in the world will be determined by our society—whether it is internationally competent, comfortable, and confident. Will our citizens be competent in international affairs, comfortable with cultural diversity at home and abroad, and confident of their ability to cope with the uncertainties of a new age and a different world?

The United States needs many more people who understand how other peoples think, how other cultures work, and how other societies are likely to respond to American actions. Whether the issues involve Europe, Asia, Africa, or Latin America, whether they touch on diplomacy, security, foreign affairs, or commerce and finance, global competence will enhance America's world leadership role.

Higher education has a leadership role to play in developing a globally literate citizenry and workforce. International curricula, exchange programs, and development cooperation programs in our colleges and universities address this goal. They enlarge students' understanding of the world beyond our borders and improve foreign awareness of our institutions and values. They are investments in the nation's future, developing both experts and globally aware citizens who help build a more prosperous America and a safer world. In the face of massive economic, political, and technological transformations worldwide, such initiatives are needed now more than ever before.

This document advocates a partnership of government and business with higher education that will support and strengthen the development of a globally competent citizenry. Each partner has its own responsibilities in this task.

The federal government must support an international education agenda that can ensure that America's ability to exercise world leadership is strengthened as the new century dawns. Such an agenda must adequately fund

existing effective programs, leverage state and private resources, and ensure that the international expertise and research needed to respond to global challenges—whenever and wherever they develop—are available when needed.

State and local governments should provide incentives and reward colleges and universities that add an international dimension to their curricula and that prepare the next generation of globally competent teachers as well as a workforce capable of competing in global markets.

The business community should signal the importance of international education by emphasizing that it will hire people who are internationally competent and by providing increased opportunities and incentives to encourage employees to become so. Corporations will benefit by cooperating with colleges and universities to create new approaches to internationalizing curricula and by providing opportunities for students to work and study abroad.

Colleges and universities must strengthen their commitment to

provide to all students an education that is relevant to the global economy and society of the 21st century and to continue to provide the knowledge and expertise the country needs. They must devote their own resources to the endeavor and actively seek partnerships with business and government. Colleges and universities have a great deal to do if they choose to take seriously the task of preparing their students for a global society. New thinking, different rewards, and revised structures for teaching and learning will be needed—no small task even for the most energetic and forward-looking institutions. Yet many institutions are dedicating themselves to these tasks.

As the nation approaches a new century, Americans can agree that we want a more prosperous society, a healthier planet, and a world that is more just, secure, and free. In partnership with government and the corporate sector, our colleges and universities can help Americans develop the global competence to be more effective and productive workers and better citizens of the nation and the world.

The New Global Context

That we live in a "global village" has become a truism. Yet many Americans do not realize how their security, their health, and their very livelihood depend on global systems. As the world undergoes massive, traumatic, and sweeping transformations in politics and the economy, international education is more important than ever. Because the confrontation between cold war superpowers is being replaced by multiple regional, ethnic, tribal, and religious conflicts, traditional diplomatic, economic, and military assumptions no longer work.

Familiar American trade with Europe is being matched by new economic exchanges with the Pacific Rim. Five million Americans now work for foreign-owned companies situated on U.S. soil, and international trade, investments, and tourism account for more than 15 million civilian jobs.²

While international tensions will still arise from traditional concerns about markets and raw materials, some will grow out of our newly acknowledged interdependence regarding the environment, health, refugees, and human rights.³

New Concepts of Security

From the neatly defined bipolar structure of the cold war to today's complex multipolar structure, economies, societies, and politics are simultaneously more global and more regionally integrated. Traditional political and military threats to American security are now augmented by newer and less familiar challenges, such as terrorism, regional conflict, and the global organization of crime and narcotics traffic.

Worldwide free trade and sustainable development, increasingly important to American prosperity, are less likely to flourish in undemocratic nations. Americans have come to understand that our national security depends on efforts to defend human rights and support democratic values around the world. Just a decade ago, few believed that apartheid in South Africa could be ended

International trade, investments, and tourism account for more than 15 million civilian jobs.

• **Every additional \$1 billion** in American exports is estimated to create 20,000 new domestic jobs.

• **International students studying at Tulane University** in 1994-95 contributed more than \$23 million (including tuition) to the state economy. In 1995, international students and their dependents spent more than \$11 million on non-tuition expenditures.

• **Foreign students generated** a nearly \$7 billion services trade surplus for the United States in 1993; nearly one-third of the world's 1.2 million international students are in the United States. According to the U.S. Department of Commerce, these enrollments create more than 100,000 jobs.

or that the wall dividing Berlin would come down in this century. Yet these triumphs of democracy undoubtedly have advanced human rights and made the world a safer place for all. The capacity of the United States to sustain its role as a champion of freedom and democracy requires continued attention to humanitarian concerns.

These new security issues significantly affect the quality of American life. Civil strife in Bosnia, Herzegovina, or the Middle East puts the men and women of the American military and their families in harm's way. International terrorism and organized crime directly threaten American citizens.⁴ And the international narcotics industry disrupts many of our cities and towns.

Issues without Borders

The scope, complexity, and speed of factors in international affairs, such as environmental change, epidemics, refugee migrations, the march of technology, and the search for commercial advantage, have intensified. Knowledge and understanding of other countries and cultures are prerequisite to the international collaboration required to address such global and regional problems.

• *The environment.* Acid rain, threats to water tables and international fisheries, destruction of rain forests, toxic waste, pollution from industrial and automobile byproducts, and damage to the ozone layer respect no boundaries. They are so fundamental to the well-being of every nation and people that the heads of state of 120 nations met in 1992 in Rio de Janeiro to discuss them at the Earth Summit.

• *Population growth.* The world's population is expected to double in the next 50 years, with 90 percent of the growth occurring in developing countries.⁵ Sustainable development must meet increasing demands for water, food, energy, and natural resources. Conserving the environment while breaking the poverty cycle in the developing world is both an international and a local challenge.

• *Refugee and immigrant migrations.* Movement of peoples within regions and across national boundaries continues unabated. Refugees are evidence of misery, want, and conflict in many parts of the world—whether they are people from Haiti in the United States, Rwandans in The Democratic Republic of the Congo, Kurds in Iraq, or Palestinians in Jordan. Immigrants fleeing repressive regimes, civil strife, or poverty both enrich society and place increased demands upon state and city governments. Turkish “guest workers” in Germany and Asian and Latin American immigrants in the United States take jobs others refuse, but they often evoke a backlash of community tension and prejudice.

• *Health issues.* As goods and people move among the continents, diseases cannot be confined within geographic borders. Global cooperation on health issues is an emerging new imperative.

• *Science and technology.* Rapidly developing technologies, including computers, satellite and fiber optic systems, and the Internet, are wiring together the peoples of the world. As information becomes the new raw material of commerce and diplomacy, familiarity with several languages is

the key to primary source materials. International cooperation in a host of areas, ranging from public health to the environment, depends on a polylingual citizenry.

Emerging Economic Realities

International forces are most evident on the economic front. Massive new markets are both redefining the global economy and reshaping business, life, and work at home and abroad. Multinational trade agreements integrate the international economy along regional or global lines. The General Agreement on Tariffs and Trade (GATT), the Asian Pacific Economic Consortium (APEC), the North American Free Trade Agreement (NAFTA), and the European Union (EU) have powerful implications for the American economy.

Job creation in the United States and the vitality of its local communities depend increasingly on trade. By 1993, 19.5 million Americans' jobs were supported by U.S. exports.⁶ In the first half of this decade, according to the late Secretary of Commerce Ronald H. Brown, U.S. exports accounted for more than one-third of American economic growth.⁷ The number of export-related jobs grew six times faster than total employment; export growth created more than 1.1 million new American jobs between 1990 and 1993.⁸

International trade in services is growing even more rapidly in our newly wired world. For example, the international reach of finance increasingly brings nations and peoples closer together. The rapid flow of capital among nations, consumers'

immediate access to cash through ATM machines, and instantaneous market responses to capital and currency changes around the globe signify our smaller, more interdependent world.

Multiple Players

States, counties, cities, and local communities increasingly understand that their economic future is linked to developments elsewhere. Changes in Chinese dietary preferences attract the attention of ranchers in Montana. Ukrainian harvests affect wheat farmers in Kansas. Aging equipment at Aer Lingus or Japan Airlines is an opportunity for airplane manufacturers in Washington. The strength of the yen and the Mark affect auto makers in Michigan as well as their dealers and suppliers across the country. Ripples from international developments such as these spread to all parts of the United States.

State and local governments in recent decades have taken an active interest in international issues—especially trade concerns. According to recent figures from the U.S. Department of Commerce, 94 major metropolitan areas reported export gains of \$1 billion or more in 1995 (up from 77 cities in 1994), with Detroit (automobiles), New York City (primary metals, including gold), and San Jose (computers and electronic products) leading the way.⁹ All levels of American government need stronger trade and cultural ties with nations in many parts of the world.

• Throughout the state of Georgia, area councils that sponsor study abroad programs have been established with state support; junior faculty have received Chancellor Awards from the university system to pursue work in China, England, and South Africa.

• The Maricopa Community Colleges in Arizona provide training programs for business and industry professions from Chengdu, China, relying on mostly pro-bono contributions from the City of Phoenix and area businesses such as Motorola. This partnership illustrates how resources can be leveraged from private and public sectors and higher education for global development cooperation.

Higher Education's Role in Developing Human Resources

The challenges of global transformation in national security, foreign policy, competitiveness, the environment, public health, population control, and the eradication of want and misery resulting from famine, natural disasters, or population dislocations call for many more U.S. citizens with in-depth expertise and knowledge of other nations, including their languages, cultures, and political, economic, and social systems.

The human resource implications of this transformed world have begun to surface throughout the public and private sectors:

- American diplomacy and national security depend on access to scholars with advanced training in the languages and cultures of the world. When crises erupt, it is too late to create the expertise that could have forestalled or better managed them. A 1995 survey of foreign language needs at 33 federal agencies concludes that the agencies have more than 34,000 positions that require foreign language proficiency, including more than 20,000 positions in the defense and intelligence community.
- Corporations also require global competence to manage production and markets. According to a recent survey, 86 percent of corporations report that they will need managers and employees with greater international knowledge in the decade ahead.¹⁰
- States and localities are new players in the international arena. Since 1985, most states and many cities have conducted trade missions to foreign countries; several have established permanent offices overseas.

These developments and others point to the need for sustained attention to the human resource requirements of the global village. For reasons of both statecraft and commerce, the United States needs many more people who have much more knowledge in many more disciplines about the international challenges of the new century.

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• If such knowledge and people are to be found, the nation's institutions of higher education must produce them. The nation's campuses are uniquely positioned to respond to urgent national needs by:

- developing the global literacy of their graduates through the international dimensions of the curriculum;
- creating community outreach programs to help explain global developments to the American people;
- developing experts and leaders through graduate programs;
- conducting research on global issues, world areas, and international business;
- providing first-rate foreign language instruction and research;
- supporting international exchanges of students and faculty; and
- conducting the research that contributes to global well-being and the development of poor nations.

In each of these areas and others, the United States can draw on the world-class resources of its college and university campuses.

A Global Curriculum

By adding international dimensions to their curricula and international experts to their faculties, the nation's colleges and universities have become a major resource for preparing the people of the United States for the global challenges confronting them.

Thematic, multidisciplinary programs, such as environmental studies or conflict resolution, are infusing international dimensions into tradi-

tional disciplines. A growing number of universities have established international business programs that require knowledge about the culture and fluency in the language of a particular country or region. In the past few years, several institutions have expanded such programs to engineering and other fields.

Graduates who can function effectively in a global environment can provide direct benefits to businesses, helping them access emerging international markets, supporting the export efforts of small and mid-size companies that have become the greatest source of new jobs in America.

International courses, language training, and experiences in other countries are also vital to teacher training. Teachers with such expertise will better understand the world and the role of the United States in international affairs.

New emphases on the international dimensions of curricula support higher education's public service function, enabling better outreach to primary and secondary schools, the community, the media, and government. In times of diplomatic or military crisis, the media search for academic experts to interpret events as they develop and to explain their significance to an anxious public. During the Persian Gulf War, for example, American universities supported extensive efforts to interpret and explain events to both government personnel and members of the public. One university conducted a workshop for its state's National Guard and made more than 100 presentations to the media. Another institution organized briefings on the complex interplay of culture, politics, and national

rivalries in the Middle East for the Federal Bureau of Investigation and the Immigration and Naturalization Service.¹¹

Producing Experts and Leaders

Highly specialized graduate programs in the languages and cultures of specific world areas create and maintain the expertise and research base required to support day-to-day American diplomacy and the development of defense and foreign policies in a changing world. University centers in foreign languages, area studies, international studies, and international business and university schools of international affairs are the primary sources of foreign language- and area-trained staff for government agencies, including the Department of Defense, the Department of State, the Central Intelligence Agency, the U.S. Agency for International Development, and the U.S. Information Agency. Graduates of these programs also assume leadership positions in education, journalism and broadcasting, the corporate world, and the non-profit and philanthropic sectors.

These programs are the primary source of national expertise on non-European countries; sometimes they are the *only* source of such training and research. They maintain national expertise in such little-known languages as Tajik, Ozbek, and Kazak, and in such countries as Uzbekistan and Kazakhstan (a newly independent republic, which is now a global nuclear power). However, recent studies estimate that the number of experts in the pipeline today is not sufficient to replace expected retirements in this decade.¹²

Foreign Language Instruction and Research

The nation's campuses are our national resource for teaching languages of all kinds and for research on language development, teaching methods, and the interrelationships between and among language and culture. Mastery of a second language and cultural sensitivity are crucial for diplomacy, for international business, and in fields as diverse as engineering and medicine.

In Europe, most young people speak a second language (usually English), and many are fluent in a third as well. Although English is the language of commerce around the globe, fluency in a host nation's language is helpful not only in negotiations, but also as a gateway to the culture.

Besides producing language experts, the United States must produce scientists and researchers with language skills that will enable them to collaborate with colleagues in other countries to solve global health, environmental, and other problems. Some colleges and universities have introduced special programs to help students continue their language studies through majors in engineering, business, and other disciplines.

Because it is difficult to predict far in advance what national needs for foreign language expertise will be, the capability for teaching and research in all languages is a significant national resource. The United States must preserve and improve it at the national level, not permitting its erosion in the face of budget pressures.

THE VALUE OF INTERNATIONAL EDUCATIONAL EXCHANGE PROGRAMS

- Exchange programs have a multiplier effect for sponsoring governments. A U.S. General Accounting Office study notes that every federal dollar spent on exchange programs attracts \$12 in private support.
- Faculty exchanges can directly advance American policy interests. Conferences and exchanges between U.S. academic institutions and the Supreme Court of Pakistan, for example, have helped effect the democratic expansion of the Pakistani judicial system.
- Exchange programs benefit the U.S. balance of trade. One-third of the world's 1.2 million international students study in the United States. Foreign students generated a nearly \$7 billion dollar services trade surplus for the United States in 1993.
- Exchange programs support the domestic economy. According to the Department of Commerce, foreign enrollments make U.S. colleges and universities the nation's fifth largest exporter of services and create more than 100,000 American jobs.
- Most of the costs of foreign students in the United States are borne by students and their families. Only about 1 percent of foreign students in the United States receive primary funding from the U.S. government.
- While the majority of U.S. students abroad still go to Europe, the Institute for International Education reports a 15 percent increase in U.S. students in Africa, Asia, and Latin America in the 1990s.
- Since its inception in 1946, many of the more than 200,000 alumni of the Fulbright program have assumed leadership positions in academic, governmental, and private sector organizations throughout the world.
- Foreign Fulbright alumni have assumed important leadership positions in their nations. The president of Brazil and the prime minister, foreign minister, and minister of finance in Poland's new government are all former recipients of Fulbright scholarships who are now building democratic institutions and open, competitive economies.
- American Fulbright scholars contribute to U.S. foreign policy and human rights interests abroad. American Fulbright professors in Albania have established a successful journalism program at the University of Tirana, injecting the concept of freedom of the press into what had been until recently one of the world's most closed societies.

Exchange Programs

International exchange programs, whether for undergraduates, graduate students, or faculty members, provide Americans with first-hand experience in foreign cultures that often is essential to gaining international competence. They provide foreign students and scholars with a new appreciation of U.S. values and the American way of life.

The personal relationships that develop in such programs contribute to a web of interconnectedness and trust that links our country with the rest of the world. Because exchange programs involve so many people who become leaders in their own countries, they are among our most effective tools for advancing our national interests in foreign affairs.

Exchange programs range from short-term seminars abroad to longer-term study and research. Whatever their length, each provides a unique benefit. Even brief exposure to a different culture may stimulate a lifelong interest in events in that country and its region. A year-long study abroad program allows for immersion in the host country's culture and provides the opportunity to become fluent in its language and functional in its society. Long-term graduate student and faculty research projects and internships in companies abroad develop high-level expertise. They provide the opportunity for deeper understanding of the culture's values and systems and of how its people think and work.

Few diplomatic initiatives can point to the kind of sustained success that international exchange efforts such as the Fulbright program have been able to attain, relatively inexpensively, over the years. Too few Americans have such experiences abroad. Since 1985, study abroad consistently has involved less than 1 percent of total student enrollments. Three-quarters of Americans who study abroad do so for only one quarter, summer, or semester. Most study in England or Western Europe. Unlike foreign students in the United States, the vast majority of American undergraduates abroad are not sufficiently fluent in the host country's language to study university-level subjects in that language. Opportunities for internships with foreign companies, among the most useful experiences for building an international career, are extremely limited.

The need for public and private investment in focused study or service abroad is great; the resources currently devoted are insufficient.

Research to Solve Global Problems

Higher education institutions play a key role in cooperative development by working with counterparts around the world to bring a variety of resources and skills to bear on development problems. Partnerships enable U.S. higher education institutions to strengthen their curricula and research, and to provide their students and faculty with opportunities to learn about the issues, systems, and cultures of developing countries. They also help

the host nations' universities produce the leaders, officials, managers, scientists, and technicians required to create sustainable economic growth and stable societies.

The continued prosperity of the United States depends increasingly on how other nations manage population growth, improve industrial practice and land and energy use, gain access to international markets, and build stable democratic institutions that are able to advance and defend human rights. Global development in the post-cold war era needs to be redefined as development cooperation rather than as foreign aid. Such implied mutuality suggests a flow of goods and information to solve common problems.

U.S. higher education institutions work with public and private institutions and organizations in developing countries to create interdisciplinary approaches to complex development problems, such as the environment, health, and agricultural productivity. American colleges and universities also work with corporations and with geneticists, biochemists, and molecular biologists in universities abroad on a range of technological, agricultural, and health issues. The benefits of these efforts help both the United States and the developing world.

As William A. Rugh, former U. S. ambassador to North Yemen, said in a recent interview:

"One of the major lessons I take from my 30-year career in the foreign service is that the best way, by far, for an American to learn about a foreign culture is by living abroad for at least a year. There is no substitute for first-hand experience. No amount of reading or watching films can convey a true picture of what is in the mind of a foreign businessman, or government official, or military officer. Of all the money we spend on international affairs, nothing is more important for our long-term interests than the money we invest in learning about foreign areas through the international exchange programs."

("If Saddam Had Been a Fulbrighter...." *The Christian Science Monitor*, November 1995, p. 15).

The Stakeholders: Agenda for Action

Higher education, government, and the private sector all have essential roles to play in responding to the need for international awareness. Government at all levels—federal, state, and local—and the private sector must work in partnership with the nation's colleges and universities to increase public awareness of the significance of global changes and to promote new ways of addressing them.

What Higher Education Should Do

Higher education cannot say that it has done all it can to produce globally competent graduates. Colleges and universities must, for example, find new ways to:

- infuse the curriculum with international perspectives and information;
- encourage all students to study languages to a higher level of proficiency and to become knowledgeable about other cultures through study and internships abroad; and
- encourage and reward their faculty for becoming global thinkers in their teaching and research.

Presidential leadership and trustee support—in words and action—are essential if the international agenda of an institution is to be seen as a serious one. Like any institutional priority, internationalization requires the allocation of hard institutional resources to form a solid base, and the use of external funds to supplement and enrich that base. Partnerships with other institutions, community groups, and businesses are important ways to leverage an institution's own investment in international education.

HIGHER EDUCATION COOPERATION ADDRESSES DEVELOPMENT PROBLEMS

- African countries have reduced their dependence on food imports because of agriculturists and social scientists from American universities working with the United States Agency for International Development.
- Many community colleges have provided entrepreneurship training and assistance in the development of technical training programs and institutions in other countries.
- African studies faculty in the United States have worked with the corporate sector, the National Institutes of Health, and colleagues from several African universities on a series of tropical diseases that threaten our own country.
- American researchers used black bean germ plasm from Central America to develop hardy varieties that can be planted and harvested in the United States with fewer losses. American scientists at a major state university are examining newly discovered genetic material from Eastern Europe to see if its ability to diversify and strengthen fruits and vegetables can improve the state's important cherry industry. A parasitic wasp introduced into one U.S. state from Eastern Europe's Carpathian Mountains is helping keep that state's \$100 million wheat crop free of cereal leaf beetle damage.

What the Federal Government Should Do

Constitutionally, the federal government has the responsibility to ensure that the nation is prepared to respond to the challenges presented by its relationships with other nations. National leaders must ensure that America's ability to exercise international leadership continues unimpaired into the next century.

The need for international expertise is growing. The federal government must maintain a stable leadership role in international education because of the clear relevance of global competence to critical national agendas in foreign policy, security, and the economy. To those ends, the federal government should support an international education leadership agenda that:

- adequately funds existing effective international education programs;
- ensures the funding of programs that respond to national needs but that are neither the priorities of individual states nor likely to be met by market forces (these would include programs in less commonly taught languages and educational exchanges);
- uses federal funds efficiently to leverage matching funds from states, corporations, philanthropic organizations, and universities themselves;
- mobilizes the resources and cooperation necessary at all levels of education, government, and the private sector to address national needs for global competence;

**KEY FEDERAL
PROGRAMS
PROMOTE GLOBAL
COMPETENCE**

**U.S. Department
of Education**

- The Department of Education supports international education through a number of efforts, most funded through Title VI of the Higher Education Act. These programs include: National Resource Centers, Foreign Language and Area Studies Centers, and Centers for International Business Education.
- The department also manages the Fulbright-Hays program, which underwrites the cost of faculty research and dissertation research abroad as well as group projects and seminars abroad for teachers and administrators.
- The department's Fund for the Improvement of Postsecondary Education supports innovative projects in higher education, including many in

international studies and foreign languages.

**United States Agency
for International
Development (USAID)**

- USAID supports academic involvement in international development projects, training in the United States for technical and professional personnel from developing countries, and linkages with universities in developing nations.

**United States
Information Agency
(USIA)**

- USIA administers a variety of international exchange programs, including the Fulbright Program for scholarly, faculty, and student exchanges; the University Affiliations Program, which promotes partnerships between U.S. and foreign institutions of higher education; the Citizen Exchange Program; and the International Visitors Program, which

introduces international leaders to the United States.

**Other Departments
and Agencies**

Many other federal departments and independent agencies also support essential international education activities.

- The Department of Defense supports the National Security Education Program (NSEP), which provides funds for undergraduate and graduate student study abroad in areas less commonly visited by U.S. students. NSEP also supports institutional efforts to develop new international programs.
- The Department of State funds a Russian, Eurasian, and East European Research and Training Program to develop national expertise in these areas.
- The National Endowment for the Humanities supports scholarly work in foreign

languages and area studies, as well as the history and literature of many nations.

- The National Science Foundation's Division of International Programs encourages collaborative science and engineering research and education by supporting joint projects of U.S. organizations and institutions and their international counterparts.
- All of these federal efforts are essential. Such international education and exchange activities are not primarily a corporate responsibility, and states and local communities have no reason to support most of them. Universities alone cannot cover the cost of providing instruction in the vast array of foreign languages and area studies needed by the nation.

- ensures that government agencies at all levels (federal, state, and local) have available the international expertise and knowledge (along with a comprehensive research base) required to respond to international challenges whenever they develop and wherever they occur; and

- recognizes and makes use of the rich international expertise available in our nation's colleges and universities.

What State and Local Governments Should Do

The social and economic well-being of states and communities is increasingly tied to international involvement. Regional interests, often defined by geographic proximity to other regions of the world; the ethnic makeup of communities, cities, and states; state and city relationships with counterparts in other countries; and trade interests abroad or foreign investment at home provide compelling reasons for states to support international education.

We urge state and local government officials and policymakers to:

- provide incentives to colleges and universities to internationalize their curricula and develop the next generation of globally competent teachers;
- collaborate with higher education institutions to produce state and local workforces that are capable of competing in global markets, competent in foreign languages, and aware of the dynamics of international issues;
- provide incentives for collaboration among higher education institutions and K-12 on foreign language instruction and internationalizing the curriculum;

- assess needs and develop appropriate strategies for building global competence, including collaborative activities among institutions of higher education, public and private agencies in the state (and local communities), and academic linkages with institutions abroad;

- call on local colleges and universities for information and expert advice on other cultures when establishing trade missions overseas; and

- support higher education international outreach programs to help the private sector develop emerging markets; help state and local economic development councils attract foreign investment; and improve public understanding of complex foreign policy and development issues through the press and broadcast media.

What Corporations Should Do

While a strength of the private sector in the United States is its emphasis on short-term results, the vast scope and speed of today's global changes also require long-term thinking and strategies. Working with colleges and universities to ensure a globally competent workforce is an important corporate investment.

Some companies in the United States and other countries already engage in such cooperation. For example, many corporations work with universities and community colleges to strengthen international business curricula, while faculty members often serve as consultants on overseas ventures. Other companies provide internship opportunities for U.S. students in their overseas branches, or for foreign students in the United States.

**CORPORATE/HIGHER
EDUCATION/
GOVERNMENT
PARTNERSHIPS
PROMOTE
INTERNATIONAL
COMPETENCE**

- The Coca-Cola Foundation, in cooperation with Michigan State University (MSU), has launched a new Global Fellows Program that will provide grants of up to \$2,000 for short-term and up to \$5,000 for semester-long study in one of 20 MSU study abroad programs in Africa, Asia, Europe, Latin America, and the Middle East. These scholarships will enable both secondary school foreign language teachers and U.S. university students to acquire international perspectives, promote cross-cultural understanding, and expand their intercultural and language skills.

- In Canada, the Celanese Corporation recently announced the Celanese Canada Internationalist Fellowships. Beginning in spring 1997, between 125 and 150 fellowships of \$10,000 each will be awarded over the initial five years. The total value of the program is \$1.5 million, and

fellowship recipients may study anywhere in the world except Canada and the United States.

- The University of Hartford has hosted more than 30 Russian business entrepreneurs for six months to a year, offering them graduate-level business courses and internships with area companies. They are funded by the area companies.

- The United States-Mexico Chamber of Commerce funds the Buen Vecino Internship Program, under which 40 U.S. and Mexican companies, associations, and state trade agencies provide opportunities for students from the United States and Mexico with an overview of U.S.-Mexico business relations; knowledge about a specific industry by service as unpaid interns in corporate member offices; and exposure to another culture by living with a host family. In 1995 and 1996, 65 students from

15 universities participated in the program. (See web page at <http://www.usmcoc.org/usmcoc/bvip.html>)

- Sanyo Semiconductor provides support for study abroad for students at Ramapo College, sponsors student interns in the United States, and sponsors students on paid internships in Osaka, Japan, Hong Kong, Singapore, and Hamburg, Germany.

- Jaguar provides co-op placements for students at its corporate headquarters in New Jersey and at its world headquarters in Coventry, England.

- Citicorp funds five Fulbright foreign student grants from five different regions in the business, economic, or international relations sectors.

- In 1997, American, United, Delta, Mexicana, and Aeromexico airlines agreed to provide without cost all travel in both directions for Mexican Fulbright grantees. This program is valued at more than \$100,000 a year.

- The Coca-Cola Foundation, partnering with the U.S. Fulbright Association, sponsors the annual J. William Fulbright Prize for International Understanding. The prize, worth \$50,000, goes to individuals, groups, or organizations whose contributions "have made a substantial impact in breaking barriers which divide human kind." Coca-Cola also has sponsored Fulbright grantees in such countries as Venezuela and Germany.

We urge corporate America to:

- partner with higher education institutions to increase public awareness of the growing necessity for global competence and intercultural sensitivity in the workplace;
- work with higher education institutions to design programs and curricula to address corporations' future employment demands for international competence;
- reaffirm the importance of international education as corporations hire employees who are internationally aware and provide incentives (such as promotions or training opportunities) for employees to expand their global competence;
- help higher education institutions meet the high costs of international training and research programs in business, science and technology, and the professions;
- provide incentives for students, faculty, administrators, and community leaders to participate in international exchange programs; and
- provide incentives for collaboration of higher education institutions and K-12 on curriculum and foreign language instruction.

The Time to Act

This is not the first time the nation's public and private sector leaders have been called on to improve the capacity of the American people and their institutions to meet the nation's international obligations. Nor will it be the last. Yet now is the time to act.

As the nation approaches a new century, all Americans can agree that we seek a more prosperous nation, a healthier and more livable planet, and a safer and freer world. Building such a future will require action from many people on many fronts.

Where America meets the world is where national needs confront international realities. On that frontier, international education is critical. Our higher education institutions are charged with developing a citizenry with the global competence, talent, and skill to create not simply a better and more prosperous America, but a better, safer, and more livable world.

Endnotes

- ¹ American Council on Education, *Educating Americans for a World in Flux: Ten Ground Rules for Internationalizing Higher Education*, Washington, DC: American Council on Education, 1995.
- ² National League of Cities, *Local Officials Guide: Leading Cities in a Global Economy*, National League of Cities, Washington, DC: 1985, p. 19.
- ³ Coalition of International Education, Testimony on FY97 Appropriations for the Department of Labor, HHS, and Education, House Subcommittee on Labor, HHS and Education Appropriations, 14 May 1996, pp. 1-2.
- ⁴ To meet these challenges, according to *Washington Post* reporters, R. Jeffrey Smith and Thomas W. Lippman, the Federal Bureau of Investigations recently proposed doubling the number of offices it maintains in foreign locations 23 to 46. See also: FBI Plans to Expand Overseas," *The Washington Post*, 20 August, 1996, p. 1.
- ⁵ The Carnegie Commission on Science, Technology, and Government, *Partnerships for Global Development, The Clearing Horizon*, New York: The Carnegie Commission, December 1992, p. 37.
- ⁶ National League of Cities, *op. cit.*, p. 33.
- ⁷ Testimony of Ronald H. Brown, Secretary of Commerce, Committee on Government Reform and Oversight, 6 September 1995.
- ⁸ "Foreign Assistance to Agriculture: A Win-Win Proposition," International Food Policy Research Institute, 1996.
- ⁹ U.S. Department of Commerce, International Trade Administration, *Metropolitan Area Exports: An Export Performance Report on Over 250 U.S. Cities*, Washington, D.C., October 1996.
- ¹⁰ Coalition for the Advancement of International Studies, *Spanning the Gap: Toward a Better Business and Education Partnership for International Competence*, Washington, DC: Coalition for the Advancement of International Studies, December, 1989, pp. 7-8. See also: Adelman, Clifford, "What Employers Expect of College Graduates: International Knowledge and Second Language Skills," Research Report, Office of Research and Improvement, U.S. Department of Education, July 1994; and Bikson, T. K. and S.A. Law, *Global Preparedness and Human Resources, College and Corporate Perspectives*, Santa Monica: Rand, 1994.
- ¹¹ Coalition for International Education, *op. cit.*, p. 4.
- ¹² *Prospects for Faculty in Area Studies*, Stanford University, 1991.

ACE Commission on International Education*

The American Council on Education's Commission on International Education, which includes more than 40 college and university presidents and the heads of other major associations, advises the Council on the development of policies and programs in the international field. On occasion, it releases its own statements on major policy issues.

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